

Texas Education Agency
Standard Application System (SAS)

| 2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1 | | | | |
|--|---|--------------|----------------|--|
| Program authority: | Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act | | | FOR TEA USE ONLY <small>Write NOGA ID here:</small> |
| Grant Period | August 1, 2016, to July 31, 2017 | | | |
| Application deadline: | 5:00 p.m. Central Time, March 29, 2016 | | | Place date stamp here. <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2016 MAR 29 PM 2:06 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div> |
| Submittal information: | Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div> | | | |
| Contact information: | 21stCentury@tea.texas.gov | | | |
| Schedule #1—General Information | | | | |
| Part 1: Applicant Information | | | | |
| Organization name | County-District # | | | Amendment # |
| Driscoll ISD | 178-905 | | | |
| Vendor ID # | ESC Region # | | | DUNS # |
| 746000695 | 2 | | | 042614800 |
| Mailing address | | City | State | ZIP Code |
| PO Box 238 | | Driscoll | TX | 78351- |
| Primary Contact | | | | |
| First name | M.I. | Last name | Title | |
| Cynthia | M | Garcia | Superintendent | |
| Telephone # | Email address | | FAX # | |
| 361-387-7349 | cgarcia@driscollisd.us | | | |
| Secondary Contact | | | | |
| First name | M.I. | Last name | Title | |
| Lynn | | Landenberger | Principal | |
| Telephone # | Email address | | FAX # | |
| 361-387-7349 | llandenberger@driscollisd.us | | | |
| Part 2: Certification and Incorporation | | | | |

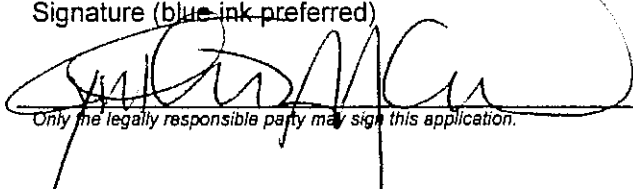
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

| | | | |
|--------------|------------------------|-----------|----------------|
| First name | M.I. | Last name | Title |
| Cynthia | M | Garcia | Superintendent |
| Telephone # | Email address | | FAX # |
| 361-387-7349 | cgarcia@driscollisd.us | | |

Signature (blue ink preferred)

Date signed



March 29, 2016

Only the legally responsible party may sign this application.

701-16-102-119

Schedule #1—General Information (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|------------|---|---|--------------------------|
| | | New | Amended |
| 1 | General Information | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 3 | Certification of Shared Services | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Request for Amendment | N/A | <input type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7 | Payroll Costs (6100) | See Important Note For Competitive Grant* | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) | | <input type="checkbox"/> |
| 9 | Supplies and Materials (6300) | | <input type="checkbox"/> |
| 10 | Other Operating Costs (6400) | | <input type="checkbox"/> |
| 11 | Capital Outlay (6600) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 12 | Demographics and Participants to Be Served with Grant Funds | | <input type="checkbox"/> |
| 13 | Needs Assessment | | <input type="checkbox"/> |
| 14 | Management Plan | | <input type="checkbox"/> |
| 15 | Project Evaluation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 16 | Responses to Statutory Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17 | Responses to TEA Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 18 | Equitable Access and Participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 19 | Private Nonprofit School Participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 21 | Program Information Addendum | <input checked="" type="checkbox"/> | N/A |

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

| Section 1: Applicant Organization's Fiscal Year | |
|---|------------------------------|
| Start date (MM/DD): | End date (MM/DD): |
| Section 2: Applicant Organizations and the Texas Statewide Single Audit | |
| Yes: <input type="checkbox"/> | No: <input type="checkbox"/> |

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|---|----------------------|
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| Via telephone/fax/email (CIRCLE as appropriate) | By TEA staff person: |

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|----|---|---|
| 1. | Nonprofit organizations, excluding ISDs and open-enrollment charter schools | Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details) |
| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
| 1. | Written Agreements | Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations. |

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

| X | Acceptance and Compliance |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the program guidelines for this grant. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements. |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|----|--|
| 1. | The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant provides assurance that the program will take place in a safe and accessible facility. |
| 4. | The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend. |
| 5. | The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students. |
| 6. | The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application. |
| 7. | The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment. |
| 8. | The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting. |

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

| # | County-District # and Name | Authorized Official Name and Signature | Telephone Number and Email Address | Funding Amount |
|-------------------------|----------------------------|--|------------------------------------|----------------|
| Fiscal Agent | | | | |
| 1. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| Member Districts | | | | |
| 2. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 3. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 4. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 5. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 6. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 7. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 8. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |

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By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

| # | County-District # and Name | Authorized Official Name and Signature | Telephone Number and Email Address | Funding Amount |
|-------------------------|----------------------------|--|------------------------------------|----------------|
| Member Districts | | | | |
| 9. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 10. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 11. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 12. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 13. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 14. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 15. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 16. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 17. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 18. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 19. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 20. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| Grand total: | | | | |

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On this date:

Via telephone/fax/email (CIRCLE as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

| | | | A | B | C | D |
|----|-------------------------------------|--------------------------|---|-------------------|-----------------|--------------------|
| # | Schedule # | Class/ Object Code | Grand Total from Previously Approved Budget | Amount Deleted | Amount Added | New Grand Total |
| 1. | Schedule #7: Payroll | 6100 | \$ | \$ | \$ | \$ |
| 2. | Schedule #8: Contracted Services | 6200 | \$ | \$ | \$ | \$ |
| 3. | Schedule #9: Supplies and Materials | 6300 | \$ | \$ | \$ | \$ |
| 4. | Schedule #10: Other Operating Costs | 6400 | \$ | \$ | \$ | \$ |
| 5. | Schedule #11: Capital Outlay | 6600 | \$ | \$ | \$ | \$ |
| 6. | Total direct costs: | | \$ | \$ | \$ | \$ |
| 7. | Indirect cost (%): | | \$ | \$ | \$ | \$ |
| 8. | Total costs: | | \$ | \$ | \$ | \$ |

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Part 4: Amendment Justification

| Line # | Schedule # Being Amended | Description of Change | Reason for Change |
|--------|--------------------------|-----------------------|-------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The purpose of the Driscoll Project Afterschool Center for Education or ACE program is to provide high-quality extended learning opportunities outside of the regular school day for students and their families that focus on academic success, youth development, and family/parental training. In Driscoll, seven out of every ten students are considered economically disadvantaged and thus are in danger of dropping out of school. Due to its rural geographical location, parental options for safe afterschool care for children in Driscoll are non-existent. Incidents of criminal mischief and debauchery increase when children are alone, at home, or without adult supervision. The implementation of the Driscoll Project ACE Program will provide a safe haven for students and will decrease opportunities for mischief throughout the community.

Program Budget: In collaboration with all stakeholders, the Driscoll Project ACE Program budget was developed to include opportunities for academic improvement and enrichment, active family engagement in learning, and youth development in order to accomplish local and statewide goals.

Demographics: Driscoll, population 825, is a small rural community bordered by vast stretches of farmland. The city's ethnic composition is 91% Hispanic and 9% White. The community is characterized by high rates of poverty and very low educational and literacy levels among adults. According to statistics, many of the families living in poverty are of Hispanic origin with limited English proficiency and low levels of parental education. According to the most recent U.S. Census data, 46.3% of the City of Driscoll's adult population, age 25 and over, do not possess a high school diploma or a GED. The per capita income in Driscoll was just under \$12,000 per year, significantly lower than the norm for Nueces County.

The only businesses in Driscoll beyond two convenience stores are a fruit stand, a small trucking business, and a blacksmith shop. Poverty is generational and compounded by the lack of job opportunities in the area. The highway that runs through the middle of Driscoll has been identified by the Texas Department of Public Safety as a major drug trafficking corridor. Marijuana, cocaine, and harder drugs are easily obtainable. Criminal gangs from nearby cities make overtures to our rural youth. According to recent data from the Driscoll Police Department, several robberies of residential homes and businesses have occurred this year and at-least one sexual assault incident involving a Driscoll student have been reported.

In existence since 1928, Driscoll Independent School District (ISD) is the largest employer in the city. Driscoll ISD is a one campus, schoolwide Title 1 district that serves students from Pre-K- 8th grade. Over 80% of Driscoll's students live in one of three federally designated *colonias* (unimproved neighborhoods lacking regulated water and sewage systems) served by the district.

Needs Assessment: The Driscoll Project ACE Program needs assessment was conducted to identify the needs of students, families, and the campus. These results were compiled, presented, and prioritized by the campus task force. Academic improvement ranked number one on the District's Needs Assessment priority list. Based on student assessment statistics, Driscoll's earliest learners (4–7 year olds) start out significantly behind other children in the state, with 64% of pre-kindergarteners scoring as "at-risk," or not ready for school on the CIRCLE assessment for PK students. Additionally, 36% the current Kindergarten students and 52% of 1st grade students are "still developing" according to the Texas Primary Reading Inventory early reading assessment. Likewise, during the first quarterly grading period, over 60% of the District's middle school

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

students failed one or more core academic subjects or struggled to meet minimal academic passing standards of the current school year.

Second on the Needs Assessment Priority List was the need for safe extended hour programming and youth development for students. Many children in the District lack positive role models. Currently 23 children within the District have had one or both parents incarcerated. Child abuse and neglect are prevalent. During the first quarter of the current school year, the District reported several incidents of suspected child abuse and neglect to the Texas Department of Protective and Regulatory Child Protective Services. Additionally, due to lack of employment opportunities in the community, of the students who have one or more parent employed, 49.8% of those students have parents who commute to work in surrounding urban communities leaving the majority of students without a safe and supervised after school environment.

Driscoll Project ACE program funds will offer extended learning opportunities for children and their families. As in many small rural areas, the school is the heartbeat of the community: a place to gather, to vote, to hold community programs, and to nurture the finest assets of Driscoll, her children. Despite a beach, museums, and other learning opportunities in a large city 30 minutes from Driscoll, most learning opportunities never reach students in high poverty or isolated school districts such as Driscoll except through their schools. Neither the city nor the county sponsor any after school events for students. One hundred percent of the parents recently surveyed at Driscoll want their children involved in a high quality after school program. This is in agreement with the community needs assessment that included student/ parent surveys, relevant community statistics, and the availability of community resources.

Evaluation: Formative and summative evaluations will be conducted by the Project ACE Task Force throughout the duration of the program to monitor and assess program effectiveness. Findings will be shared with the public via stakeholder meetings, Board of Trustee's reports, the District website and the Driscoll Independent School District Face Book page.

The Driscoll Project ACE program will not be a casual drop in program to babysit children. Rather it will be a comprehensive, well planned program to engage families in their children's learning, enable struggling students to succeed in school, and to help parents further their own learning opportunities. Project ACE will provide academic tutoring, intensive family support via engagement opportunities, interactive activities to keep students involved in school and on task. The Driscoll Project ACE will provide positive role models and cultural and learning opportunities in scarce supply in rural school districts.

The Driscoll Project ACE program will be the difference between an excellent school district exceeding in the classroom but losing students to the temptations and dangers of the world outside of class to an excellent school district being able to not only have students succeed in the classroom, but in life, as well.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

Budget Summary

| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost |
|---|--|--------------------------|-------------------|--|------------------------|
| Schedule #7 | Payroll Costs (6100) | 6100 | \$ 217,200 | \$ | \$ 217,200 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$ 15,000 | \$ | \$ 15,000 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$ 29,000 | \$ | \$ 29,000 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$ 29,200 | \$ | \$ 29,200 |
| Schedule #11 | Capital Outlay (6600) | 6600 | \$ | \$ | \$ |
| | Consolidate Administrative Funds | | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Total direct costs: | | | \$ 290,400 | \$ | \$ 290,400 |
| Percentage% indirect costs (see note): | | | N/A | \$ | \$ |
| Grand total of budgeted costs (add all entries in each column): | | | \$ 290,400 | \$ | \$ 290,400 |

Shared Services Arrangement

| | | | | |
|------|---|----|----|----|
| 6493 | Payments to member districts of shared services arrangements | \$ | \$ | \$ |
|------|---|----|----|----|

Administrative Cost Calculation

| | |
|--|-----------|
| Enter the total grant amount requested: | \$290,400 |
| Percentage limit on administrative costs established for the program (5%): | × .05 |
| Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs: | \$14,500 |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

| Employee Position Title | | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Grant Amount Budgeted |
|---|--|--|---|--------------------------|
| Academic/Instructional | | | | |
| 1 | Teacher | | | \$ |
| 2 | Educational aide | | | \$ |
| 3 | Tutor | | | \$ |
| Program Management and Administration | | | | |
| 4 | Project director (required) | 1 | | \$ 60,000 |
| 5 | Site coordinator (required) | | | \$ |
| 6 | Family engagement specialist (required) | 1 | | \$ 40,000 |
| 7 | Secretary/administrative assistant | | | \$ |
| 8 | Data entry clerk | | | \$ |
| 9 | Grant accountant/bookkeeper | | | \$ |
| 10 | Evaluator/evaluation specialist | | | \$ |
| Auxiliary | | | | |
| 11 | Counselor | | | \$ |
| 12 | Social worker | | | \$ |
| Education Service Center (to be completed by ESC only when ESC is the applicant) | | | | |
| 13 | ESC specialist/consultant | | | \$ |
| 14 | ESC coordinator/manager/supervisor | | | \$ |
| 15 | ESC support staff | | | \$ |
| 16 | ESC other | | | \$ |
| 17 | ESC other | | | \$ |
| 18 | ESC other | | | \$ |
| Other Employee Positions | | | | |
| 19 | Title | | | \$ |
| 20 | Title | | | \$ |
| 21 | Title | | | \$ |
| 22 | Subtotal employee costs: | | | \$ 100,000 |
| Substitute, Extra-Duty Pay, Benefits Costs | | | | |
| 23 | 6112 | Substitute pay | | \$ |
| 24 | 6119 | Professional staff extra-duty pay | | \$ 73,250 |
| 25 | 6121 | Support staff extra-duty pay | | \$ 43,950 |
| 26 | 6140 | Employee benefits | | \$ 17,000 |
| 27 | 61XX | Tuition remission (IHEs only) | | \$ |
| 28 | Subtotal substitute, extra-duty, benefits costs | | | \$ 134,200 |
| 29 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | | \$ 234,200 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (CIRCLE as appropriate)

By TEA staff person:

| Schedule #8—Professional and Contracted Services (6200) | | |
|--|---|------------------------------------|
| County-district number or vendor ID: 178-905 | | Amendment # (for amendments only): |
| NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. | | |
| Professional and Contracted Services Requiring Specific Approval | | |
| Expense Item Description | | Grant Amount Budgeted |
| 6269 | Rental or lease of buildings, space in buildings, or land | \$ |
| | Specify purpose: | |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | | \$ |
| Professional and Contracted Services | | |
| # | Description of Service and Purpose | Grant Amount Budgeted |
| 1 | Provide Specialized Parent and Student Enrichment Camps/Activities – Parent Engagement | \$ 9,000 |
| 2 | Provide Swim lessons 1 to 3 times per week – Water Safety | \$ 4,000 |
| 3 | Provide Youth Yoga Sessions 1 to 3 times per week – Improve Concentration and memory, Physical Vitality and Fitness | \$ 2,000 |
| 4 | | \$ |
| 5 | | \$ |
| 6 | | \$ |
| 7 | | \$ |
| 8 | | \$ |
| 9 | | \$ |
| 10 | | \$ |
| 11 | | \$ |
| 12 | | \$ |
| 13 | | \$ |
| 14 | | \$ |
| b. Subtotal of professional and contracted services: | | \$15,000 |
| c. Remaining 6200—Professional and contracted services that do not require specific approval: | | \$ |
| (Sum of lines a, b, and c) Grand total | | \$15,000 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

| For TEA Use Only | |
|---|----------------------|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (CIRCLE as appropriate) | By TEA staff person: |

Schedule #9—Supplies and Materials (6300)

| | | |
|--|--|---|
| County-District Number or Vendor ID: 178-905 | | Amendment number (for amendments only): |
| Expense Item Description | | Grant Amount Budgeted |
| 6300 | | \$ 29,000 |
| Grand total: | | \$ 29,000 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only

| | |
|---|----------------------|
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| Via telephone/fax/email (CIRCLE as appropriate) | By TEA staff person: |

Schedule #10—Other Operating Costs (6400)

| | | |
|---|---|---|
| County-District Number or Vendor ID: | | Amendment number (for amendments only): |
| Expense Item Description | | Grant Amount Budgeted |
| 6411 | Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form. | \$ |
| 6412 | Travel for students to conferences (does not include field trips). Requires authorization in writing. | \$ |
| | Specify purpose: | |
| 6412/ 6494 | Educational Field Trip(s). Must be allowable per Program Guidelines. | \$28,200 |
| 6413 | Stipends for non-employees other than those included in 6419 | \$ |
| 6419 | Non-employee costs for conferences. Requires authorization in writing. | \$ |
| Subtotal other operating costs requiring specific approval: | | \$ |
| | Remaining 6400—Other operating costs that do not require specific approval: | \$1,000 |
| Grand total: | | \$29,200 |

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

For TEA Use Only

| | |
|---|----------------------|
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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 178-905

Amendment number (for amendments only):

| # | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted |
|---|-------------------------|----------|-----------|-----------------------|
| 6669—Library Books and Media (capitalized and controlled by library) | | | | |
| 1 | | N/A | N/A | \$ |
| 66XX—Computing Devices, capitalized | | | | |
| 2 | | | \$ | \$ |
| 3 | | | \$ | \$ |
| 4 | | | \$ | \$ |
| 5 | | | \$ | \$ |
| 6 | | | \$ | \$ |
| 7 | | | \$ | \$ |
| 8 | | | \$ | \$ |
| 9 | | | \$ | \$ |
| 10 | | | \$ | \$ |
| 11 | | | \$ | \$ |
| 66XX—Software, capitalized | | | | |
| 12 | | | \$ | \$ |
| 13 | | | \$ | \$ |
| 14 | | | \$ | \$ |
| 15 | | | \$ | \$ |
| 16 | | | \$ | \$ |
| 17 | | | \$ | \$ |
| 18 | | | \$ | \$ |
| 66XX—Equipment, furniture, or vehicles | | | | |
| 19 | | | \$ | \$ |
| 20 | | | \$ | \$ |
| 21 | | | \$ | \$ |
| 22 | | | \$ | \$ |
| 23 | | | \$ | \$ |
| 24 | | | \$ | \$ |
| 25 | | | \$ | \$ |
| 26 | | | \$ | \$ |
| 27 | | | \$ | \$ |
| 28 | | | \$ | \$ |
| 66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance) | | | | |
| 29 | | | | \$ |
| Grand total: | | | | \$ |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (CIRCLE as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

| Category | Number | Percentage | Category | Percentage |
|----------------------------------|--------|------------|--|------------|
| African American | 1 | .3% | Attendance rate | 96.8% |
| Hispanic | 250 | 87.4% | Annual dropout rate (Gr 9-12) | DNA |
| White | 33 | 11.5% | Students taking the ACT and/or SAT | DNA |
| Asian | 0 | 0% | Average SAT score (number value, not a percentage) | DNA |
| Economically disadvantaged | 204 | 71.3% | Average ACT score (number value, not a percentage) | DNA |
| Limited English proficient (LEP) | 15 | 5.2% | Students classified as "at risk" per Texas Education Code §29.081(d) | 36.7% |
| Disciplinary placements | 0 | 0% | | |

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

| Category | Number | Percentage | Category | Number | Percentage |
|--------------------|--------|------------|---------------------------------|----------|------------|
| African American | 0 | 0% | No degree | 0 | 0% |
| Hispanic | 15 | 61.6% | Bachelor's degree | 22 | 90.4% |
| White | 9 | 38.4% | Master's degree | 2 | 9.6% |
| Asian | 0 | 0% | Doctorate | 0 | 0% |
| 1-5 years exp. | 3 | 12.3% | Avg. salary, 1-5 years exp. | \$38,326 | N/A |
| 6-10 years exp. | 5 | 20.5% | Avg. salary, 6-10 years exp. | \$43,429 | N/A |
| 11-20 years exp. | 10 | 42.5% | Avg. salary, 11-20 years exp. | \$49,981 | N/A |
| Over 20 years exp. | 3 | 12.3% | Avg. salary, over 20 years exp. | \$54,824 | N/A |

For TEA Use Only

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Via telephone/fax/email (CIRCLE as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

| School Type | PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-----------------------------------|-------------|----|----|----|----|----|----|----|----|----|---|----|----|----|-------|
| Public | 20 | 23 | 29 | 26 | 34 | 33 | 35 | 31 | 26 | 29 | | | | | 286 |
| Open-enrollment charter school | | | | | | | | | | | | | | | |
| Public institution | | | | | | | | | | | | | | | |
| Private nonprofit | | | | | | | | | | | | | | | |
| Private for-profit | | | | | | | | | | | | | | | |
| TOTAL: | 20 | 23 | 29 | 26 | 34 | 33 | 35 | 31 | 26 | 29 | | | | | 286 |

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Changes on this page have been confirmed with:

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A district needs assessment was conducted to identify the needs of students, families, and the campus through several data streams: PEIMS, STAAR and U.S. Census data; community, parent, student and teacher surveys; campus resource planning for specific classes, teachers and resources currently available for ACE utilizing the required program planning forms as a guide to anticipated services and needs; meetings with the Site Based Decision Making Team (SBDM); community design team meetings and specific STAAR data to identify customized academic and enrichment courses that would benefit target student groups. (The parent surveys were differentiated at the time of data analysis between working families and families where no adults are employed outside the home.)

The results of these data groups was compiled and presented to the district task force. The task force prioritized the multiple needs based on percentage of students to be impacted and designed and aligned appropriate activities to address and satisfy those needs, taking into consideration the specific needs of working families. The number one need/concern of parents and community members was the lack of structured activities after school to keep students "out of trouble", coupled with working parents need for after school care. Teacher's main concern was the lack of time to help struggling learners and attendance rates. A need voiced by community members (and parents) centered on the health of our youth, specifically addressing the lack of physical activity, eating "junk" food and playing video games. Finally, parents voiced concerns over their inability to effectively utilize and monitor technology used by their children, for example digital textbooks. These needs formed the base of the proposed program; creating a program where students have extra time and help with school work, giving all students purposeful activities to keep them engaged after school hours in meaningful ways and providing after school care for those who need it, while teaching various ways to spend leisure time and assisting parents as they navigate the ever changing digital world.

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On this date:

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
|----|--|--|
| 1. | Improve academics | Students involved in Project ACE will show continued improvement in academics, both in standardized test scores and quarterly grades. The increased time in after school tutoring and intensive, small group interventions will allow students of all abilities the opportunities to master concepts and tested objectives. This aids working parents who have little time and/ or content specific knowledge to help with their child's homework. |
| 2. | Improve attendance | Project ACE will increase student attendance by 2% yearly by providing resources such as truancy monitoring, parent contacts and attendance incentives, all proven to be the most effective measures in improving attendance in rural schools. This will also assist working parents by providing them with up to date information on their child's school attendance. |
| 3. | Improve after school activities | Project ACE will create and implement after school programming that is engaging and enriching for students in grades pre-kindergarten through 8 th grade. Working parents will finally have childcare available every day after school for their children. Once the school day is finished, students will have authentic activities that will enhance their education in enjoyable, meaningful ways. |
| 4. | Improve physical and mental well being. | Project ACE will augment academic experiences with engaging "real life" activities designed to give students life-long skills and activities to keep them healthy in mind and body. There is more to life than video games and Project Ace will show students other ways to spend their leisure time that can pay off in health and wellness benefits. |
| 5. | Provide parental training on digital learning in the 21 st century. | Project Ace will provide digital training for parents on internet safety, digital citizenship, electronic textbooks and Google Classroom, a school wide 2016-17 initiative. By providing this training, Project ACE will enable parents to understand how to monitor and assist their children with classroom assignments, etc., using electronic devices. |

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Desired Qualifications, Experience, Certifications |
|----|------------------------------|--|
| 1. | Project Director | BA/BS, prefer MA/ MS, certified teacher with experience in grades K-8. Lead teacher experience developing schedules, coordinating instructional planning, and supervising. |
| 2. | Family Engagement Specialist | BA/BS, bilingual (English/ Spanish) three years experience in working with rural families in poverty, including developing systematic, regular parental involvement and contact activities, home visits, and supervising parental contact records. |
| 3. | | |
| 4. | | |
| 5. | | |

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Objective | Milestone | Begin Activity | End Activity |
|----|---|--|----------------|--------------|
| 1. | Improve academics | 1. Core tutoring implemented for struggling students | 08/08/2016 | 06/30/2017 |
| | | 2. Benchmark tests/grades for students analyzed | 09/23/2016 | 09/30/2016 |
| | | 3. Adjustments planned and made to activities | 10/10/2016 | 10/17/2016 |
| | | 4. Monitoring and formal analysis of class/ test data | 01/03/2017 | 01/06/2017 |
| | | 5. Adjustments planned/implemented/ STAAR data | 02/1/2017 | 05/05/2017 |
| 2. | Improve attendance | 1. Implement quarterly perfect attendance incentives | 08/08/2016 | 05/26/2017 |
| | | 2. Weekly home visits for chronic truancy by FES | 08/08/2016 | 05/26/2017 |
| | | 3. Weekly awards for classes w/ perfect attendance | 08/08/2016 | 05/26/2017 |
| | | 4. Quarterly perfect attendance assemblies/ drawings | 08/08/2016 | 05/26/2017 |
| | | 5. | | |
| 3. | Improve after school activities | 1. Begin offering after school activities | 08/08/2016 | 06/30/2017 |
| | | 2. Monitor ACE attendance rosters | 08/08/2016 | 05/26/2017 |
| | | 3. Stakeholder satisfaction survey done quarterly | 09/19/2016 | 06/30/2017 |
| | | 4. | | |
| | | 5. | | |
| 4. | Improve physical and mental well being | 1. Begin offering after school activities | 08/08/2016 | 06/30/2017 |
| | | 2. Monitor ACE attendance rosters | 08/08/2016 | 05/26/2017 |
| | | 3. Stakeholder satisfaction survey done quarterly | 09/19/2016 | 06/30/2017 |
| | | 4. | | |
| | | 5. | | |
| 5. | Improve parental technology understanding | 1. Parent training | 08/08/2016 | 05/26/2017 |
| | | 2. Monitor attendance rosters | 08/08/2016 | 05/26/2017 |
| | | 3. Parent satisfaction survey done after each training | 08/08/2016 | 05/26/2017 |
| | | 4. | | |
| | | 5. | | |

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Via telephone/fax/email (CIRCLE as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Driscoll ISD has three teams in place for the monitoring of goal and objective attainment. The first team is the Site Based Decision Making (SBDM) team, which monitors the over arching goals of the organization. The second team is our Response to Intervention (RtI) team which monitors academic progress of students who are not progressing in a timely manner according to individual student data. The final group that oversees attainment of goal and objectives is the Administration Team, which monitors all goals and objectives from a holistic point of view.

All three groups set performance targets and then use frequent progress monitoring to assess if performance targets are being met, thus honing in on goal attainment. When performance objectives are not met, new data is analyzed creating new performance targets with plans on how to meet the new targets. Frequent progress monitoring is the key to staying on track to meet performance targets, goals and objectives because it enables staff to pinpoint key areas and fluidly adjust activities, techniques, and/ or methods quickly and accurately. When adjustments are necessary, those changes are communicated to staff through weekly meetings. The staff and teachers communicate that information to students in face to face meetings and to parents through parent conferences, school messenger or phone calls. Community stakeholders are kept informed through monthly school board meetings, the district website or the district Face Book page, depending on the nature of the goal.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Recently Driscoll was awarded the Technology Lending Grant. Through this grant iPads were purchased for students in grades four through eight. Project ACE will be able to use these iPads for the parental training component, teaching parents how to navigate their children's electronic textbooks, communicate through Google Classroom and check on their children's grades and attendance.

Driscoll's rural location severely limits partner involvement but when an opportunity arises to partner with an organization, Driscoll has a stellar history of sustaining that relationship. A decade's long partnership exists between Texas A&M Kingsville and Driscoll ISD, with the university bringing in technology, engineering, chemistry and arts. Currently Driscoll is working on developing a partnership with Nueces County Extension Agency.

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Changes on this page have been confirmed with:

On this date:

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By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Evaluation Method/Process | Associated Indicator of Accomplishment | |
|----|--|--|---|
| 1. | Report Cards | 1. | Increase number of subjects passed by 10% |
| | | 2. | Increase promotion rates by 10% |
| | | 3. | |
| 2. | STAAR Results in the 4 Core Areas | 1. | Increase number of test passed by 10% |
| | | 2. | Increase number of advance performance by 10% |
| | | 3. | |
| 3. | CIRCLE & TPRI Results | 1. | Beginning of Year Results - baseline |
| | | 2. | Middle of Year Results 90% show improvement from baseline |
| | | 3. | End of Year Results 90% or more show developed |
| 4. | ACE daily rosters and PEIMS attendance reports | 1. | ACE daily attendance rates at 95% of registered attendees |
| | | 2. | PEIMS attendance increase 2% |
| | | 3. | |
| 5. | ACE monthly reports | 1. | Increase in parental involvement percentages |
| | | 2. | |
| | | 3. | |

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Annual and quarterly performance reports shall be prepared addressing the program's effectiveness in meeting its intended objectives and its effectiveness on student achievement, skills, and self-concepts. These findings will be utilized to pinpoint areas needing refinement and improvement. Changes in program activities will be recommended as a result of the annual review. A final program evaluation will be prepared at the end of each year of the grant cycle. Formative and summative evaluations conducted through interviews throughout the duration of the program will be used to assess the extent to which the program meets the goals and strategic activities that were designed by the ACE Task Force to align with state and local requirements.

Data collection will include, but not limited to; Test Scores, Surveys, Attendance/Discipline Reports, Benchmarks, PEIMS Data and Student Grades. Performance measures include; increases in STAAR scores, grades, passing students and honor roll students.

Ongoing continuous improvement will occur as objectives will be reviewed yearly and refinements will be made on the continuation application so that any objective with deficiencies will be discussed before new strategies will be developed. The Quality Assurance System will help staff examine critically the quality of the Driscoll Project ACE program, pinpoint areas for improvement, lay out an improvement plan, and provide follow-up planning.

Findings will be made public through stakeholder meetings, the ACE page on the district website and the district Face Book page.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Driscoll Project ACE program will be utilized for after school tutorials and homework assistance. These courses will be the foundation for all school students to improve their academic performance, pass STAAR, and a prerequisite for enrichment activities. Technology courses will utilize district programs such as ALEKS, Study Island, Accelerated Reader, Waterford Early Learning, and other internet based programs to enhance computer and academic skills. ECafe Open labs will give students and parents access to internet opportunities through the district's safe, filtered internet search engines. E.S.P.N. (Everyone Should Participate Now) wellness courses will offer physical and emotional support for overall student wellness such as Teen Chats, intramural sports teams and recreational activities such as family running clubs, volleyball, and yoga. Self esteem, personal care, and exercise will be blended for innovative and engaging activities. Other enrichment activities include: Science Rocks, utilizing creative cooking and food preparation with scientific principles; Espresso Art courses, which blend artistic expression through poetry, music, dance and drama; Royal Court chess teams will compete against each other and possibly other school districts through chess matches; Safe School Ambassadors will help promote a mistreatment free zone. None of these activities could be provided by a rural school district during a regular school day, so they supplement the traditional curriculum.

Students travel safely to and from the center and home through a transportation process that outlines clear forms, schedules and rules for safe travel. This includes providing target participants with safe transportation home through campus buses, meeting all local and state requirements equipped with trained state certified bus drivers with emergency training procedures and first aid kits in each bus. ACE personnel will ensure that all students report to the bus pickup or parent station at program conclusion. The exiting process will include a sign out sheet for parents picking up children with a list of authorized family members allowed to pick up students, a transportation bus file that includes drop off schedule, addresses and with emergency contact information for all bus drivers and a walk home policy for age appropriate children mirroring the regular school release process. For Pre-K-2 participants, an ID badge will identify the student information. Bus drivers will have cell phones to access the ACE site with any problems or delays.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Driscoll Project ACE program will disseminate information about the center including its location, to the community in a manner that is both understandable and accessible through diverse media to include District, Campus and Project Flyers, translated in the appropriate language as necessary, District and Campus websites, District Face Book page and District marquee.

Project ACE signage will direct parents and community to appropriate classrooms. School announcements will be made concerning the Project ACE program, cafeteria recruitment will occur with an Project ACE table and event recruitment will occur during District and Campus functions. Teaching staff will assist disseminating information to parents and have a recruitment enrollment goal for keeping their class active. Staff will disseminate drive by flyers for parents during pickup time and initiate home visits when appropriate.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Driscoll Project ACE program incorporates innovative services for both the students and their families that systematically teach an understanding of Project ACE academic support specifically to students that need the extra time on task or need a non-traditional format for learning. Each Project ACE course is unique and appropriate for the level and understanding of the student and can have numerous diversified lesson plans all culminating with raising student achievement through holistic support. Program curriculum includes direct teacher assignments given by teachers to program coordinators for specific supplementary lessons. The planned work is aligned to the TEKS in specific problem areas, thereby, increasing the likelihood of helping exceed state and local standards in core academic subjects. Pre- and post- testing in core subject areas with yearly evaluation results for grade achievement will keep the program refined and pertinent to raising academic proficiency with all students.

ESPN courses will help build self-esteem, which assists in preparing students for the rigors of peer pressure typically prevalent at the secondary level, which can cause a detrimental effect on student completion.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A key strategy for Driscoll Project ACE is to coordinate federal, state, and local programs with the proposed program for the most effective use of public resources. Partnership coordination includes, but not limited to, the following: Nueces County Extension Agency will provide Master Gardeners to coordinate gardening and nutrition education, Texas A&M University will provide enrichment through the Rural Arts program along with STEM activities, PEIMS Coordinator for evaluation support; and more importantly the school itself, as the program will not be a stand-alone program, but an extension of the school day so that funding such as Title 1 funds, migrant and special education resources can be utilized for maximum support for Project ACE. The Project Director will diligently seek opportunities to help augment the Driscoll Project ACE program to leverage money for the most effective use of public funds.

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On this date:

Via telephone/fax/email (CIRCLE as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.) Driscoll Project ACE will be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities. All objectives and strategies have a yearly measurable goal with reliable instruments to measure gains and decreases in quantifiable objectives. Performance measures include; increases in STAAR scores, student grades, passing rates of students number of Honor Roll students, hours of services, events per year, quantity of home visits or phone calls home, self esteem indicators, and teacher evaluations. Ongoing continuous improvement will occur as objectives will be reviewed yearly and refinements will be made on the continuation application so that any objective not meeting the goal will be discussed before new strategies will be developed. The staff will examine critically the quality of Project ACE, pinpoint areas for improvement, lay out an improvement plan, and follow-up with online tools for quality review using the Quality Assurance System by the Center for After School Education.

2.) All Driscoll Project ACE curricula will be based upon scientifically based research (SBR) that provides evidence that the program or activity will help students meet state and local student academic achievement standards. Research studies conducted by the respective companies will be analyzed and only appropriate vendors will be used based on SBR. Careful consideration was given to curriculum plans that have a strong alignment with TEKS and combine direct teaching with indirect instruction, such as computer use, scientific experiments and other hands-on projects help students acquire a set of skills useful in school and in life. (Funkhouser et al., 1995) Research also shows that after school programs that provide a wide variety of enriching and engaging activities make learning fun. Quality programs give children the opportunity to follow their own interests or curiosity, explore other cultures, develop hobbies, and learn in different ways. Successful after school programs seek to involve parents in orientation sessions, workshops, volunteer opportunities, parent advisory committees and in a wide range of adult learning opportunities, such as parenting education, computer training, GED training, and English as a Second Language. Effective collaboration between Project ACE and the community, whether through partnerships or developed networks, gives students more options and helps to extend the resources available for after school learning and enrichment. (de Kanter et al., 1997).

3.) All program activities are based upon an assessment of objective data utilizing both STAAR scores and Census Data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities. Community assessments are completed by the design team through surveys and parent meetings to evaluate current programming and customized future activities. Teachers were presented the plan to assess their respective academic support needs for their respective students. At Risk students will be identified for intensive Project ACE services in STAAR weaknesses. All campus teachers signed a campus support letter indicating their willingness to support the grant with actual working hours or lesson plan development. The principal utilized disaggregated STAAR data to determine which core subject areas were needed and for what grades. Data driven decisions will continue to be used for objective data that leads to continuous improvements and customer service strategies for program quality. Other instruments for objective data include ITBS, CIRCLE, TPRI, semester grades and pass/fail rosters. The program evaluation and the Driscoll Project ACE report will help establish benchmarks for enrollment capacity and quality of services.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☒ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

A key strategy for Project ACE is to partner the proposed program for the most effective use of public resources with other educational agencies and community based organizations. Driscoll's extremely small size and rural location severely limits the ability to partner with community based organizations because they are nonexistent. However, Project ACE has established commitments with Texas A&M University Kingsville and the Nueces County Extension Agency to provide program support through rendered services.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to meet the needs of the Driscoll community addressed in schedule 13, part 1, funding for after school programming will need to be secured. The school cannot provide the funds needed to run a full time after school program but can provide the following resources: classrooms, TEA certified teachers, iPads and desktop computers, electronic textbooks and library books, computer programming such as: Waterford Early Reading, Accelerated Reader, ALEKS and Study Island, limited equipment for team sports and gardening areas.

Given the gift of extra time after the regular school day, teachers will be able to meet individual student needs by incorporating innovative lessons in non-traditional formats. Computer programming will be available for student's independent practice and to give extra time on tasks. Project ACE will entice students to attend with offerings of unique classes aimed at their specific interests. Diversified classes and lessons equal higher attendance which in turn culminates with raising student achievement and ultimately student test scores. Program curriculum will include gardening to teach nutrition and cooking skills, leisure and lifelong sports, such as yoga and running and a parent component to teach technology skills that many parents feel are lacking, which was all listed in the needs assessment.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Driscoll Project ACE will employ best practices to engage students and ensure learning objectives are met. Individual student needs will be addressed in small group settings to ensure maximum interaction and responses. Teachers will provide learners with continuous and consistent feedback through formative assessment to keep learners moving forward. Kagan Cooperative Learning structures will be used to ensure student engagement is kept high.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Driscoll Project ACE plans to recruit qualified senior citizens as volunteers in activities carried out through the community learning center, specifically with early childhood activities such as reading stories, art and music/songs. Another area where senior volunteers will be utilized is in the gardening and cooking classes. Chess is also an area where seniors may be able to volunteer. Project ACE would like to collaborate with the City of Driscoll's Senior Center to recruit qualified senior volunteers. The required training for all volunteers working with the ACE program will follow the district's protocols, which include appropriate immunizations, a background check and any training deemed necessary to be successful working with students.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

x Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

The Driscoll ISD Board of Trustees will actively pursue any and all grant opportunities, as documented in District Goal 3, Performance Objective 1 (Driscoll ISD will foster financial responsibility by Maintaining an Appropriate Fund Balance and Maximizing Various Grant Opportunities), to sustain the viability of Project ACE. Please see attached letters of support.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Driscoll Project ACE was designed with community input and will continue to seek feedback and involvement from community stakeholders through the implementation of the Community Advisory Council, comprised community members, parents and school staff, along with Project ACE personnel. The Driscoll area has limited businesses from which to draw from, but invitations to participate in the Community Advisory Council will be sent to the Driscoll Cotton Gin Manager, the owner of the Driscoll Fruit Stand, Driscoll Senior Center Management, the Mayor of Driscoll, City Counsel, the Driscoll Police and Fire Departments, as well as the Driscoll Board of Trustees.

The Community Advisory Council will meet once a quarter to discuss attainment of program goals and to formulate plans to sustain Project ACE after funding has been exhausted.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants is something Driscoll has been doing with a high degree of success for over a decade.

The Project Director (PD) will be the ultimate catalyst in ensuring each component of Project ACE is given proper oversight and remains in sync with the parts of the program. This will be accomplished through several means. First, meeting weekly with project staff and carefully analyzing their written and verbal reports will be the cornerstone on project management. The report input from weekly meetings will be what drives needed adjustments and refinements to the program. The PD has the ultimate responsibility to ensure all program objectives are being met.

The second component will involve "inspect what you expect" with the project director actively observing each program classroom at least twice a week to ensure quality of delivery and student engagement. The Project Director will provide feedback to staff during the weekly meeting and through written communication.

The Family Engagement Specialist (FES) will give continual oversight to the family engagement component of the program as well as assist with the objective on improving attendance. The FES will give weekly reports to the project team on the efficiency/ success of parental outreach programs as well as updates on the numbers of families engaged in the program.

All activity teachers, whether they are academic tutors or activity leaders, will compile weekly reports including attendance, student success, and any weak areas in need of adjustment and refinement. The reports will be discussed during the weekly meetings and are at the grass roots level of the program. Their attention to detail and diligence in providing these reports will be large part of the overall success of the program.

The PD and FES will regularly communicate with all program employees, parents, and students. Professional development, training, and support for all staff will be planned by the PD and FES, driven by the needs of the program and individual staff members and parents.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| | | | |
|--|---|---|---|
| Center Number: 1 | Center Name: Driscoll Project ACE | | |
| 9 digit campus ID# | 178-905 | Distance to Fiscal Agent (Miles) | 0 |
| Grade Levels to be served (PK-12) | PK- 8 th grade | | |

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

| | |
|--|--------------|
| | Total |
| Number of Regular Students (attending 45 days or more per year) to be served: | 125 |
| Number of Adults (parent/ legal guardians only) to be served: | 50 |

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

| | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
|-------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Campus Name | NA | | | |
| 9 digit Campus ID # | | | | |
| District Name (if different) | | | | |
| Distance to Center | | | | |

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

| | | | |
|--|---------------------|---|--|
| Center Number: 2 | Center Name: | | |
| 9 digit campus ID# | | Distance to Fiscal Agent (Miles) | |
| Grade Levels to be served (PK-12) | | | |

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

| | |
|--|--------------|
| | Total |
| Number of Regular Students (attending 45 days or more per year) to be served: | |
| Number of Adults (parent/ legal guardians only) to be served: | |

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

| | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
|-------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Campus Name | | | | |
| 9 digit Campus ID # | | | | |
| District Name (if different) | | | | |
| Distance to Center | | | | |

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| | | | |
|--|---------------------|---|--|
| Center Number: 3 | Center Name: | | |
| 9 digit campus ID# | | Distance to Fiscal Agent (Miles) | |
| Grade Levels to be served (PK-12) | | | |

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

| | |
|--|--------------|
| | Total |
| Number of Regular Students (attending 45 days or more per year) to be served: | |
| Number of Adults (parent/ legal guardians only) to be served: | |

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

| | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
|-------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Campus Name | | | | |
| 9 digit Campus ID # | | | | |
| District Name (if different) | | | | |
| Distance to Center | | | | |

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

| | | | |
|--|---------------------|---|--|
| Center Number: 4 | Center Name: | | |
| 9 digit campus ID# | | Distance to Fiscal Agent (Miles) | |
| Grade Levels to be served (PK-12) | | | |

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

| | |
|--|--------------|
| | Total |
| Number of Regular Students (attending 45 days or more per year) to be served: | |
| Number of Adults (parent/ legal guardians only) to be served: | |

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

| | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
|-------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Campus Name | | | | |
| 9 digit Campus ID # | | | | |
| District Name (if different) | | | | |
| Distance to Center | | | | |

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Feeder School #1**Feeder School #2****Feeder School #3****Feeder School #4****Campus Name****9 digit Campus ID #****District Name (if different)****Distance to Center**

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Feeder School #1**Feeder School #2****Feeder School #3****Feeder School #4****Campus Name****9 digit Campus ID #****District Name (if different)****Distance to Center****For TEA Use Only**

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| | | | |
|--|---------------------|---|--|
| Center Number: 7 | Center Name: | | |
| 9 digit campus ID# | | Distance to Fiscal Agent (Miles) | |
| Grade Levels to be served (PK-12) | | | |

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

| | |
|--|--------------|
| | Total |
| Number of Regular Students (attending 45 days or more per year) to be served: | |
| Number of Adults (parent/ legal guardians only) to be served: | |

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

| | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
|-------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Campus Name | | | | |
| 9 digit Campus ID # | | | | |
| District Name (if different) | | | | |
| Distance to Center | | | | |

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

| | | | |
|--|---------------------|---|--|
| Center Number: 8 | Center Name: | | |
| 9 digit campus ID# | | Distance to Fiscal Agent (Miles) | |
| Grade Levels to be served (PK-12) | | | |

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

| | |
|--|--------------|
| | Total |
| Number of Regular Students (attending 45 days or more per year) to be served: | |
| Number of Adults (parent/ legal guardians only) to be served: | |

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

| | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
|-------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Campus Name | | | | |
| 9 digit Campus ID # | | | | |
| District Name (if different) | | | | |
| Distance to Center | | | | |

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| Schedule #17—Responses to TEA Program Requirements (cont.) | | | | |
|--|-------------------------|---|------------------------------------|-------------------------|
| County-district number or vendor ID: 178-905 | | | Amendment # (for amendments only): | |
| TEA Program Requirement 3: Center Operation Requirements | | | | |
| Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | | |
| Center Number: 9 | | Center Name: | | |
| 9 digit campus ID# | | Distance to Fiscal Agent (Miles) | | |
| Grade Levels to be served (PK-12) | | | | |
| Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met. | | | | |
| | | | | Total |
| Number of Regular Students (attending 45 days or more per year) to be served: | | | | |
| Number of Adults (parent/ legal guardians only) to be served: | | | | |
| Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools. | | | | |
| Campus Name | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
| | | | | |
| 9 digit Campus ID # | | | | |
| District Name (if different) | | | | |
| Distance to Center | | | | |
| Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. | | | | |
| Center Number: 10 | | Center Name: | | |
| 9 digit campus ID# | | Distance to Fiscal Agent (Miles) | | |
| Grade Levels to be served (PK-12) | | | | |
| Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met. | | | | |
| | | | | Total |
| Number of Regular Students (attending 45 days or more per year) to be served: | | | | |
| Number of Adults (parent/ legal guardians only) to be served: | | | | |
| Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools. | | | | |
| Campus Name | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
| | | | | |
| 9 digit Campus ID # | | | | |
| District Name (if different) | | | | |
| Distance to Center | | | | |

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Driscoll Project ACE program will coordinate with state compensatory education and other schoolwide programs by sharing data, analyzing testing results and prioritizing student needs, to identify students most in need of academic assistance. Once a pool of students has been identified, Project ACE will actively recruit students through peers, parents and teachers. Attendance incentives will be used to assist with student retention in Project ACE along with teacher/mentor support.

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On this date:

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Driscoll Project ACE program will operate from 7:15 to 7:45 each morning and again from 3:35 to 6:05 each afternoon, Monday through Friday, for a total of 15 hours per week. The program will begin the week of August 8, 2016 and end the week of June 26, 2017, for a total of 37 weeks; 31 weeks during the regular school calendar and 4 weeks during the summer and 1 week intersession in October and 1 week intersession in March. Summer/intersession programming will run from 8:00 to 12:30, 5 days per week for a total of 22.5 hours per week for 6 weeks.

Staffing will include a full time Project director, a full time Family Engagement Specialist, 5 certified teachers and 5 activity leaders.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Safe school procedures will be observed at all times, adhering to the rules followed during the regular school day. Staff will be trained in CPR and basic first aid.

Each program activity will have a sign in sheet, which students must sign as soon as they enter, and they may not leave until they sign out on the same sheet and either are picked up by the parent or approved adult at the pickup site or are escorted to the bus by Project ACE staff. The staff will check students off as they enter the bus. Project ACE personnel will ensure that all students report to the bus pickup or parent station for program conclusion.

The exiting process will include a sign out sheet for parents picking up children and a list of authorized family members allowed to pick up students, a transportation bus file that includes drop off schedule, addresses with emergency contact information for all bus drivers with copies in the coordinators office and a walk home policy for age appropriate children mirroring the regular school process. For Pre-K-2 participants, an ID badge will identify the student information until the student and bus driver recognize their routes. The transportation office will monitor discipline issues and can recommend the loss of bus and program privileges. Bus drivers will have communication access to sites for any problems or delays.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Driscoll Project ACE program will align all activities with the school day curriculum while exposing students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS) and provide opportunities for students to practice skills with engaging activities through several means.

First, Project ACE will be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities. A key component which will align all activities with the school day curriculum is the planning sessions Project ACE staff will spend with teachers, many of whom will be employed by Project ACE for the after school, small group tutoring.

All objectives and strategies have a yearly measurable goal with reliable instruments to measure gains and decreases in quantifiable objectives. Performance measures include; increases in STAAR benchmarks and actual STAAR scores, grades, and passing students.

Working hand- in- hand with the classroom teachers and curriculum specialists will allow Project ACE staff to coordinate all activities to enhance the classroom learning and afford Project ACE staff the opportunity to track students' progress both in the Project ACE program and actual classroom performance.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Driscoll Project ACE program is going to play a key role in reaching out to at-risk students and those in danger of failing. The program will be the bridge from the classroom to actual learning and provide scaffolding for those students in need of extra support.

The partnership between the classroom teachers and the Project ACE staff is going to help facilitate the adaptability of the curricula. Teachers will provide individualized information on the progress of each student in the program to the tutorial staff in Project ACE, along with lesson plans that meet individual needs.

In academic tutoring, the staff to student ratio will be no more than 1:6, or one staff person for every six students. The small group size of the Project ACE tutoring groups is what will allow the quick response in adapting activities and lessons to fit the specific needs of the at risk child. Numerous studies have shown that the smaller the group size, the more effective the instruction. Students feel more at ease in sharing and actively participating in a small group over a larger, traditional classroom.

The increased engagement will also allow Project ACE academic tutors to quickly gauge how well material is being comprehended, internalized, and synthesized. With a small group, it will be much easier to "turn the ship" in changing strategies if what is currently employed is not effective.

Project ACE staffers will have access to the computer programs students' use during the school day, including ALEKS, Accelerated Reader, and Study Island, which will help them to pinpoint with even more refined accuracy where a student is being successful and where more assistance is needed.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Driscoll Project Ace program will fund a full time Family Engagement Specialist (FES). The role of the Family Engagement Specialist will be multi pronged. First and foremost, the FES will recruit parents to participate in extended learning opportunities with their children. Secondly, the FES will assist with student attendance, making home visits to families in need of assistance. Lastly, the FES will facilitate parent workshops on technology usage, internet safety, electronic textbooks and Google Classroom.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist (FES) is a key role in the Project ACE program. The FES will meet weekly with the project director to ensure every family represented in Project ACE in the school district is engaged. The FES will be the liaison between families and the district, so a vital component will be the time spent communicating with families and making them feel an authentic part of the process. Beginning with the first day of the grant, the FES will systematically phone each family in the district, setting up a meeting time with the first phone call. By the beginning of the second quarter, each family will have been visited by the FES, thus ensuring the families are able to put a "face" on the Project ACE program. With the open avenues of communication with the families, the FES, in conjunction with the director, will be able to plan effective, timely monthly parent meetings, geared to meet the specific needs of Driscoll families. The weekly meetings with the director will enable the FES to provide current updates on individual families as well as the family engagement component as a whole. The FES will also work to develop strategies to not only engage but keep families involved with the program, which will be a foundation in making the program successful.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Family engagement opportunities will be times to celebrate as well as participate. They will be planned at least once per month and will be offered at varying times (before school, during school and after school) to accommodate the needs of working families.

Examples of family engagement activities include, but are not limited to: Family Reading, Gardening, Science Exploration, STAAR Revealed, Dragon Dash, Intramural family sports, Family College Tours, Author Visits, Pre-literacy acquisition workshops for parents of pre-k and kindergarten students, Cake Decorating, Technology Acquisition and Family cultural learning opportunities.

Additional resources that will be used to provide family engagement activities include: Driscoll ISD computer collaboration area and related programming, Nueces County Extension agency, Texas A&M University Kingsville, Texas A&M University Corpus Christi, Del Mar College, Coastal Bend College and HEB.

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| Schedule #18—Equitable Access and Participation | | | | |
|---|---|---|-------------------------------------|-------------------------------------|
| County-District Number or Vendor ID: 178-905 | | Amendment number (for amendments only): | | |
| No Barriers | | | | |
| # | No Barriers | Students | Teachers | Others |
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Barrier: Gender-Specific Bias | | | | |
| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Cultural, Linguistic, or Economic Diversity | | | | |
| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
| B01 | Provide program information/materials in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B09 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178-905

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| B12 | Offer “flexible” opportunities for parent involvement including home learning activities and other activities that don’t require parents to come to the school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14 | Acknowledge and include family members’ diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B15 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally “hard to reach” parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B18 | Coordinate with community centers/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Gang-Related Activities

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| C01 | Provide early intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C06 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178-905

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| C08 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C10 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C11 | Establish collaborations with law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Drug-Related Activities

| # | Strategies for Drug-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| D01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D07 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D08 | Provide comprehensive health education programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D10 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D11 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| E01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178-905

Amendment number (for amendments only):

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| E03 | Provide program materials/information in large type | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E04 | Provide program materials/information in digital/audio formats | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E06 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Hearing Impairments

| # | Strategies for Hearing Impairments | | | |
|-----|---|--------------------------|--------------------------|--------------------------|
| F01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F02 | Provide interpreters at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F03 | Provide captioned video material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F04 | Provide program materials and information in visual format | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F07 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Learning Disabilities

| # | Strategies for Learning Disabilities | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| G01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G02 | Expand tutorial/mentor programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Physical Disabilities or Constraints

| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H03 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178-905

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

| # | Strategies for Inaccessible Physical Structures | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J02 | Ensure all physical structures are accessible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Absenteeism/Tuancy

| # | Strategies for Absenteeism/Tuancy | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| K01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K08 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K09 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K10 | Coordinate with health and social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: High Mobility Rates

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| L01 | Coordinate with social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L02 | Establish collaborations with parents of highly mobile families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Support from Parents

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M02 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178-905

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| M03 | Recruit volunteers to actively participate in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M04 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M05 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M06 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M07 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M08 | Provide program materials/information in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M13 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Shortage of Qualified Personnel

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N03 | Provide mentor program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N04 | Provide intern program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N05 | Provide an induction program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Knowledge Regarding Program Benefits

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178-905

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| P03 | Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Transportation to Program Activities

| # | Strategies for Lack of Transportation | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| Q01 | Provide transportation for parents and other program beneficiaries to activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Barriers

| # | Strategies for Other Barriers | Students | Teachers | Others |
|-----|-------------------------------|--------------------------|--------------------------|--------------------------|
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 178-905

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 0

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating:

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 178-905

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

| # | Private Nonprofit School Name/ Number of Students and Teachers | Selection Criteria | Major Activities | Activity Begin/ End Date |
|---|---|--------------------------------|------------------------------|-----------------------------|
| 1 | School name: | Activity #1 selection criteria | Activity #1 major activities | Activity #1 begin date |
| | # of students: # of teachers: | | | Activity #1 end date |
| 2 | School name: | Activity #2 selection criteria | Activity #2 major activities | Activity #2 begin date |
| | # of students: # of teachers: | | | Activity #2 end date |
| 3 | School name: | Activity #3 selection criteria | Activity #3 major activities | Activity #3 begin date |
| | # of students: # of teachers: | | | Activity #3 end date |
| 4 | School name: | Activity #4 selection criteria | Activity #4 major activities | Activity #4 begin date |
| | # of students: # of teachers: | | | Activity #4 end date |
| 5 | School name: | Activity #5 selection criteria | Activity #5 major activities | Activity #5 begin date |
| | # of students: # of teachers: | | | Activity #5 end date |

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

| Description of Difference in Benefits | | Reason for the Difference in Benefits | |
|---------------------------------------|--|---------------------------------------|--|
| 1 | | 1 | |
| 2 | | 2 | |
| 3 | | 3 | |
| 4 | | 4 | |
| 5 | | 5 | |

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